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A VOCATIONAL DEVELOPMENT PROGRAM FOR EMOTIONALLY DISTURBED ADOLESCENTS.

BY- FRIEDMAN, SIMON B. SOLOFF, ASHER
JEWISH VOCATIONAL SERV. AND EMPLOY. CTR., CHICAGO

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THIS VOCATIONAL DEVELOPMENT PROGRAM PROVIDED 4 YEARS OF SERVICE FOR EMOTIONALLY DISTURBED ADOLESCENTS WHO WERE ATTENDING SCHOOL AND LIVING IN RESIDENTIAL TREATMENT CENTERS. THE PROGRAM CONSISTED OF A REHABILITATION WORKSHOP, CONCOMITANT VOCATIONAL COUNSELING, AND GROUP VOCATIONAL ORIENTATION SERVICES. IN ADDITION, INDIVIDUAL PROGRAMING PRESENTED THE YOUNGSTERS WITH INCREASINGLY DIFFICULT VOCATIONAL SITUATIONS. CLOSE COORDINATION BETWEEN THE VOCATIONAL SERVICES AND THE THERAPEUTIC PLAN OF TREATMENT IN THE RESIDENTIAL CENTERS WAS EMPHASIZED. TO TEST THE HYPOTHESIS THAT WORK-FOCUSED VOCATIONAL PROGRAMING MAY BE MORE EFFECTIVE IF BEGUN IN EARLY ADOLESCENCE, AN EXPERIMENTAL GROUP (YOUNGSTERS 14 OR 15 YEARS OLD) AND A CONTROL GROUP (YOUNGSTERS BETWEEN 16 AND 18 YEARS OLD) WERE CHOSEN. EVALUATION OF THE PROGRAM WILL BE MADE BY COMPARING THE EXPERIMENTAL AND THE COMPARISON GROUPS ON THE MEASURES ADMINISTERED DURING THE PROGRAM AND ON VOCATIONAL PERFORMANCE OF THE TRAINEES IN THE COMMUNITY AFTER COMPLETING THE PROGRAM. ELEMENTS WHICH SHOULD BE INCORPORATED INTO A VOCATIONAL REHABILITATION PROGRAM ARE IDENTIFIED AND DESCRIBED. THIS PAPER WAS PRESENTED AT THE ASSOCIATION OF REHABILITATION CENTERS CONFERENCE (PHILADELPHIA, NOVEMBER 30, 1966). (PS)

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A VOCATIONAL DEVELOPMENT PROGRAM FOR EMOTIONALLY DISTURBED ADOLESCENTS*

Simon B. Friedman and Asher Soloff**

BACKGROUND

This paper describes a project still in process and still evolving, designed to demonstrate that a special inter-agency program which starts in early adolescence and provides a positive individualized clinical workshop experience, integrated with ancillary vocational services, can make an effective contribution to the vocational development of emotionally disturbed adolescents who live in residential treatment centers. The program is a five-year project, three of which have just been completed.

Our recognition of the need for developing new patterns of service was based upon our prior and frequently unsuccessful experience in attempting to serve older disturbed adolescents who had in the past been referred to JVS by child care agencies for purposes of job placement or vocational rehabilitation. Difficulties arose because of acting-out and atypical behavior by adolescents during interviews in vocational evaluation and in employment situations, and because of staff frustration over the relative lack of success in helping these clients secure jobs and maintain themselves in employment. Poor communication between agencies intensified the problems which resulted from the clients' poor vocational preparation and their severe emotional pathology.

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It was decided, therefore, to develop a program specifically tailored to the needs of this group, including working with these youngsters over a long period of time, and integrating vocational and psychotherapeutic services. We further believed that it might be advantageous to start vocational services early in adolescence before hopelessness, negative attitudes toward the world of work, and undesirable identity development had taken place.

This is a research and demonstration project, with both closely intertwined; demonstration to evolve a model service program for emotionally disturbed adolescents, and research to examine the hypothesis that work-focused, vocational programming initiated at age 14 or 15 will be more effective in promoting the ultimate success of emotionally disturbed youngsters in competitive employment than similar programming started at age 16 or later.

METHODOLOGY

The sample served consists of two groups, the experimental group who entered the program at age 14 or 15 and a comparison group who were between 16 and 18 years of age at the time of intake. Both groups of children are either in residential treatment centers or foster homes, and are also in treatment. Treatment consists of regular and frequent individual psychotherapy sessions with psychiatrists and psychiatric caseworkers. All of these youngsters have serious emotional disturbances--psychosis, neuroses, character and behavior disorders, or pre-delinquent behavior. All of them are socially and emotionally very immature, regardless of chronological age or intellectual capacity. More than half of these youngsters are considerably above average intelligence; none are below average. They are free of brain damage or

other gross physical handicaps.

The project will provide four years of service to all youngsters regardless of the age at which they start in the program. Both the experimental and comparison groups have available similar vocational services which initially include work in a rehabilitation workshop, concomitant vocational counseling and group vocational orientation sessions. Individual programming changes over time in a manner intended to present the youngsters with increasingly difficult vocational situations (workshops, work-trials in the community, part-time jobs, etc.). Each youngster is helped to cope with difficulties inherent in this progression by vocational counselors, professional workshop foremen, caseworkers, and child care staff.

At the time of intake all youngsters are given an initial vocational evaluation consisting of (1) a semi-structured interview with a vocational counselor; (2) psychological testing; and (3) five three-hour sessions in the Vocational Development Center workshop, where standardized procedures are used to evaluate and observe the youngsters in a simulated work situation.

Following the three-step evaluation the adolescent is formally reviewed in a joint child care and vocational meeting. At this point a tentative plan is evolved for further vocational services and programming. In the course of the active service period, regular formal reviews take place at intervals of from three to six months to evaluate progress and to modify and refine planning. Every 12 months from the date of intake, the total three-step evaluation is replicated.

The demonstration will be evaluated by comparing the experimental and comparison groups on the measures administered at intake and during the course of the program, and on vocational performance in the community during one year after completion of workshop participation. Measures are collected at 12-month intervals, beginning with baseline data secured at the time of intake. Outcome measures in the year of follow-up will serve as the final criteria for group comparisons and evaluation of the effectiveness of the project. Behavioral and attitudinal changes over time, as measured by the specific instruments and by staff observations in the service program, will enable the agency to study the process of vocational development. Factors associated with improvement in vocational functioning and with eventual vocational success will be studied by the usual correlational techniques.

Our procedure allows for both longitudinal and cross-sectional designs for testing our age-related hypothesis. Changes on measures and in behavior for each age-sex group will be studied over time, beginning with program initiation and proceeding for four years. The nature and degree of changes can then be compared among the groups. Comparisons will include group statistics and case studies. Cross-sectionally, children who have had differential experiences will be compared at comparable ages. For instance, the test scores of children who started the program at the age of 16 can be compared to those of 16-year-old children who were 14 when they started. Since all subjects will be at least 18 at the close of the project, age-sex groups can be compared on vocational experiences in the final year of the project.

DESCRIPTION OF POPULATION

None of the children participating in the project are able to live with their parents; instead they require a treatment milieu in the form of sheltered residential environments operated by the four child care agencies collaborating in the study. Over one-third have been in residential facilities for more than five years.

These youngsters are all in school, either in public school or schools operated on the grounds of the treatment centers. Most expect to graduate from high school and a number will attend college.

There are, from one frame of reference, three types of youngsters. First, there are those whose intrapsychic disturbances can be characterized on the behavioral level as being severely repressed--a child who more or less conforms, who is more or less appropriate in his behavior, whose conflicts are internalized, and whose symptoms may be depression and/or isolation, withdrawal, severe lack of self-esteem, lack of self-confidence, inability to form relationships, or lack of identity. These children are comparatively easy to manage in a group setting and tend to stay in the program.

Next are children who act out their conflicts and disturbances. Many are extremely infantile in manner and essentially inappropriate and asocial in behavior. They scream and shout, throw work materials around, and engage in much teasing and hostile behavior towards peers and adults. These children will also stay in the program but are extremely difficult to manage.

The third group of youngsters are adolescents whose symptoms are primarily of the anti-social variety. Many, but not all, have been involved in minor brushes with police, courts, and detention homes. They have been in many

foster home and special placements. They come from families with severe social as well as emotional maladaptations. They are capable in work performance, but are difficult to manage in terms of our ability to gratify their demands and most often will not stay in the program.

Vocationally, most youngsters in all three categories just described are unready to hold a job in the community. They bring their symptoms and maladaptative defenses into the work situation. Many times, the mere idea of a job interview arouses so much anxiety and represents such a threat that the youngster either will not keep the first interview or will not conduct himself appropriately. Many are exceedingly unrealistic in their expectations of jobs and all that goes with it. Many have a compulsive and repetitive need for failure. Others are too fearful to take a step towards maturity and autonomy. Many are often too depressed to get up in the morning so as to be at work on time. Relations with employers or supervisors are distorted and maladapted. Infantile behaviors are predominant; lack of responsibility and lack of perseverance, excessive fantasy activity--all are obstacles for placement or stable employment.

COMPONENTS OF SERVICE

Although the service model is still in process of formation, the project staff have identified some basic elements which should be incorporated into a vocational rehabilitation program serving emotionally disabled youth.

Individualized Intensive Services

The concept of individualized services is part of the contemporary scene in the helping professions. For the population this project is serving, a highly individualized approach must be even more of a fact than with any

other group with which we have dealt. It cannot be only a theoretical principle. Unless the services are geared to the individual adolescent, the program will lose the youngsters.

The role of the foreman

The staffing pattern, for instance, must be such as to allow for an individualized approach. We have found that it is necessary to provide one foreman-counselor for approximately three clients. The key to the process of vocational development for these youngsters is to establish a climate enabling them to evolve a productive orientation leading to the development of a vocational identity; to help them to realize that they are capable of assuming a productive role. The foreman as a worker model is the major instrument in this process. He must have time to be able to sit down and work along with his clients, and should be seen as part of the productive force in the eyes of the client. It is through the foreman's actual performing of tasks and through the behavior that he displays that the disturbed youth is able to develop an understanding of appropriate work behavior and incorporate an awareness of the importance of quality and productive efforts. The foremen who are interested, involved, and helpful authority figures, and who are adequate and competent in the area of work serve as positive models for identification. An essential part of growing up is the ability of children to make distinctions among various adult roles. These children's figures for identification have been limited prior to the program to parent-surrogates and teachers. The foreman adds a new dimension.

Another aspect of the highly individualized approach is the ability of the foreman to respond to the tremendous range in behavior from day to day and within the work day displayed by the same youngster. A plan formulated in

staff meeting is subject to considerable modification as the foreman works with the adolescent. These youth are so fragile in their ability to cope with their total environment that if things have not gone well with them in their school situation, in their living situation or in their psychotherapeutic treatment session, they are apt to present a very different picture in their work behavior. The foreman has to have the ability to sense, feel and predict the kind of behavior that the adolescent will display when the youngster walks through the workshop door, i.e., in working with these youth, one has to be able to sense, feel and predict behavior in advance of its occurrence. Although the foreman has planned a particular kind of work activity for a specific client, he has to have alternative work tasks and work settings in mind to shift if need be. For example, a plan was formulated for a 17-year-old girl to have her perform a variety of clerical tasks, including typing a series of stencils. As the girl reported for work, she indicated that she was planning to go home for the weekend to visit her mother. The foreman was able to sense that she was extremely nervous and anxious. It was his feeling that the original plan for work activity which required control, precision and concentration would have been difficult for her to accomplish on that day. To have assigned her to this task would have provided her with an unsuccessful work experience. In view of this judgment, she was placed on tasks that were less demanding of attention, tasks which involved more physical movement, tasks which would make it possible for her to direct her anxious energy in a productive way.

Wide range of services

The residential treatment setting, while affording a considerable amount of protection, tends to isolate the adolescent from the broader community. To partially offset this loss of reality, a vocational rehabilitation pro-

gram, for this population, should have available a broad spectrum of vocational services, elements which can be selectively used. In addition to a clinically oriented workshop experience, provided on a part-time basis during the school year and full-time during vacations, there is need for educational and vocational counseling services, scholarship assistance, vocationally oriented group services, and a variety of job placement activities, including work trial, part-time or summer employment, full-time and regular employment, work study programs and on-the-job training. It is extremely important to help these adolescents expand their understanding of the world of work. We have found this population very naive about many things, including knowledge of work, and have used a combination of group vocational services, vocational films and individual counseling sessions, as helpful techniques to expand vocational horizons.

Use of work tasks

In a workshop based rehabilitation program serving emotionally disturbed adolescents, work assignments serve the function of assisting the adolescent develop a productive orientation and evolve a work identity. This requires a variety of tasks ranging from routine-repetitive to complex-non-repetitive tasks allowing for extensive physical movement to tasks requiring the person to sit at a fixed work station, and tasks which are commonly considered masculine to tasks that society looks at as feminine.

Since we did not want to be limited to the type of sub-contract work that is available at any moment, the program developed a number of non-sub-contract tasks, in order to provide a range of activities. For example, the Vocational Development Center has established a bicycle repair unit, gone into window screen construction and repairing, chair refinishing,

miscellaneous inside building repairs, painting and repainting of the facility, clerical operations such as typing, switchboard operation, use of various duplicating office equipment, as well as stock work and messenger work. Whatever task the adolescent is assigned to, whether it be a sub-contract task or simulated sub-contract activities of the type mentioned above, the client receives wages since it is important for him to see all task activities as real work. Payment of wages reinforces the idea that the assignment is real work and helps the adolescent to distinguish between work tasks and a school assignment.

Physical arrangement of workshop

The physical structure of the workshop should allow for flexible use of work areas. In addition to some large open space, the program also requires a number of small work stations separated by walls, to make it possible to have an individual work by himself in isolation from others. These youth at times may be do distractible that avoidance of a lot of stimuli from other persons may help control their behavior and may be the only way to get a person to work. The physical layout should also allow for small work group settings of two to three persons. This can be a helpful way to expose the acting-out disturbed youngster, when ready, to small groups to learn how to work with others in appropriate ways without falling apart. The small group worker setting can also be helpful to the withdrawn client in aiding him to decrease his isolation through participating with others in work projects. Wherever possible, the placement of a client in a work setting in isolation from others, the placement of a client in a small group setting, or the placement of a client in a large group setting should be done as a natural process related to requirements of the job. It should not be directly seen as a form of punishment or an overt therapeutic technique.

To provide for the various physical arrangements, it is necessary to allocate more space per client than with a program serving other kinds of disabled persons.

Agency Relationships

In a collaborative program of this type, there must be extremely close relationships, formal and informal, with the child care agencies. Since the child care agency is the agency legally responsible for total care of these youngsters, the vocational services must be consistent with the therapeutic plan that is in effect at the residential treatment center. Differences between staffs of the two agencies must be resolved before plans for a particular youngster are put into effect. This project has been and still is a learning experience for the staffs of the psychotherapeutic oriented residential treatment centers and the staff of the Jewish Vocational Service. One crucial function of the JVS staff has been to transmit to the child care staff the importance of including vocational concerns into the over-all treatment programs for these youth. The child care agencies helped the JVS staff to see the connection between performance at work and individual therapy.

Characteristics of Workshop Staff

We have already commented on some of the role requirements of project staff. In addition, we are beginning to learn something about the personal characteristics of staff necessary for effective vocational work with these emotionally disturbed children. For one thing, the personality structure of staff members must be such as to enable them to absorb the extensive amount of anger and hostility directed at them by clients without feeling that these are personal attacks. They must have the strength and the insight

to avoid punishing responses and to avoid entering into competition themselves for the favor of the children. Two forms of potential competition can serve as pitfalls for staff, that among vocational staff members and that between staff members of the several agencies involved in the project.

Further, staff members must have the strength to be very consistent and honest in dealing with these youngsters. Because of their intensive therapeutic experiences our clients have become particularly sensitive to the meanings of adult behavior and are constantly evaluating the responses of adults to their actions. They seek proper evaluation of their performances and become suspicious if the foreman plays down poor output, poor quality or behavior inappropriate to the work situation. A staff member who fails to be honest with a client is in fact contributing to a continuation of the youngster's low self-esteem.

We have found psychiatric consultation not only helpful in assisting staff understand the dynamics of client behavior, but also in enabling staff to deal with personal feelings that are aroused by the frequently aggressive and hostile behavior of clients. We believe that a delineation of personal characteristics of effective staff members will form a necessary part of a model program for working with emotionally disturbed adolescents.

PROGRAM BENEFITS

We are not able to report at this time on changes resulting from the program. Research findings to date provide a further description of the sample along a number of dimensions additional to those described earlier. Some of this material is summarized in Appendix A.

While results of our formal measures are not yet available, the value of the project for individual children can be illustrated by considering the case example attached as Appendix B. While not stated as such in the write-up the case illustrates the relationship between therapeutic progress and vocational progress, and suggests the uneven development of both. The subject was an 18-year-old girl who entered the program with many of the typical presenting problems of a disturbed adolescent population: apparently poor school motivation, immaturity and strong feelings of dependency, distrust of adults and low self-esteem. Her initial performance in the program was characterized by impulsive, infantile behavior, inability to take independent action and other security operations functioning to prevent personal growth.

Progress within a program tailored to fit her needs was slow and stormy. Emotional progress mobilizes defenses against further growth, for the adult world is not a safe goal to strive for. Eventually, the client moved from volunteer work as a nurse's aide, to a practical nursing course, to a job in electrical bench assembly, to a similar job on which she has been functioning well for some time. Her progress was characterized by periods of retreat and withdrawal as well as by gains. In a sense, each point of progress let in a little more of the adult world, causing panic and retreat. Further therapeutic effort enabled her to start again at a level higher than the last start. The process is still going on. We may speculate that neither its vocational nor its therapeutic limit has been reached.

Further evidence of the value of the project lies in the fact that many of the children have progressed to part-time, summer and full-time regular jobs. In addition, the child care agencies and other agencies serving emotionally disturbed children are requesting the provision of these services to other adolescents. A service program is growing out of the research project.

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APPENDIX A

This appendix summarizes some of the data which describe the sample as it appeared in the pre-program evaluation. In order to analyze these baseline data, we used the data processing services of the National Opinion Research Center to secure measures of central tendency, dispersion, and differences between group means. In all cases the statistical test used to measure the degree of group differences was the Mann-Whitney U Test. This brief analysis will cover measures of work behavior and productivity, the meaning of work, and ego functions relevant to work.

The most important measures of workshop behavior during the initial evaluation were average production, expressed as a percentage of industrial rates, and the average score on the Workshop Rating Scale. With respect to production, the total group averaged 45% of industrial rates, but with a large variance. The difference between the sexes (46.1% for girls and 43.8% for boys) was statistically significant ($p=.025$). The highest average was actually attained by older boys (52%), but since we secured complete production data for only five of the nine older boys, the average for all boys was pulled down considerably by the low performance of younger boys (42% for 23 subjects).

On the Workshop Rating Scale, the total sample showed, on the average, fairly appropriate performance. The average rating was 1.63 on a four-point scale on which a rating of "1" represents the most appropriate behavior. As might be expected, there was a significant difference by age, the older children being more appropriate than the younger ones. The older girls exhibited by far the most appropriate behavior, while the younger boys behaved with the least appropriateness. On both measures of workshop behavior in this pre-program period, then, younger boys were the least mature vocationally.

Two instruments were used to measure the meaning of work, or what might be called the psychological significance of work. Each of these instruments yields a number of measures, but we will highlight only a few.

The Neff Meaning-of-Work Q-Sort yields a score on each of five different needs that work might fulfill for an individual. These needs are material gratification, activity, self-esteem, esteem from others, and creativity. What is most striking about the results in the pre-program evaluation (see Table 1) was the emphasis on creativity as the most important attribute of work. Three of the four age-sex sub-groups ranked it first in the hierarchy of need categories. The single exception is that older boys ranked the need for self-esteem as most important. Variance, however, was extremely high and there were no significant group differences.

Perhaps equally striking is the virtual rejection of the need for esteem from others and material needs by all four age-sex groups. Ranking the importance of each need category for each of the four groups, we find that material needs rank fourth for both groups of boys and esteem from others ranks fifth. For both girls' groups, material needs rank last, while esteem from others ranks fourth. Needs for activity and self-esteem thus rank fairly consistently in the middle.

The other result that may be of significance in our findings is the relative lack of structure among the needs for younger boys. Each of the other sub-

TABLE 1

SCORES AND RANKS FOR AGE-SEX GROUPS ON NEFF Q-SORT
MEAN SCORES AND RANKS

Need	Younger Boys (23)		Older Boys (9)		Younger Girls (10)		Older Girls (10)	
	Score	Rank	Score	Rank	Score	Rank	Score	Rank
Material	1.91	4	1.78	4	.30	5	1.20	5
Activity	2.46	2	1.89	3	2.70	2	2.10	2.5
Self-Esteem	2.09	3	3.56	1	2.60	3	2.10	2.5
Esteem from Others	1.32	5	1.33	5	1.30	4	1.40	4
Creativity	2.68	1	2.78	2	3.50	1	3.20	1

groups has at least one need area that stands out from the others in importance. Both girls' groups stress creativity, and older boys stress self-esteem and creativity. While younger boys rank creativity first, it does not really stand out above the average scores of three of the other needs areas. We speculate that this lack of differentiation is consistent with the relative lack of vocational maturity revealed for younger boys by the work behavior measures, for lack of differentiation in work values may well be associated with lack of vocational maturity.

The Work Semantic Differential has shown in the analysis so far less interesting, although probably more reliable, information on the meaning of work. All four sub-groups evaluated work positively in a highly significant manner. The older boys see work as "potent" or "powerful," while younger boys approach positive significance on the potency factor. The difference between boys and girls on the potency factor is significant as well. While none of the sub-groups saw work as novel, boys saw work as more novel than did girls. This is essentially a difference between younger boys and older girls.

Vocationally relevant ego functions were measured by such tests as the Porteus Maze Test, the Kent E-G-Y, the Rosenzweig Picture Frustration Test, a modification of the Mooney Problem Checklist, and the n-achievement score from selected cards of the Thematic Apperception Test.

Our population consists of youngsters with a level of intelligence in the average range, with relatively slight variance. Indices of planfulness, foresight, and ability to delay impulses on the Porteus Maze Test suggest that at the time of intake these youngsters were functioning somewhat below the general norm. On the qualitative index of the test, Porteus suggests a score of 29.0 as a critical cut-off point. (Subjects whose Q-score is higher than that are

likely to fall within a delinquent behavior pattern and also have been found to make unsatisfactory workers.) The mean Q-score for our total group is 26.3 with no difference among age groups--though there is some non-significant difference among age-sex groups. Our population as a whole falls within a normal-neurotic range as defined by the normative population.

As measured by the Rosenzweig, the level of frustration tolerance in general was quite low for our group and did not conform to socially acceptable modes of dealing with aggression and frustration encountered in environmental conditions. There were interesting differences among sub-groups. The test scores suggest that the older children were significantly better able to cope than the younger ones. Boys tended to deal with frustration by aggressive, outwardly directed expression, while girls tended to cope with frustration by denial, inhibition of response, and feelings of guilt.

Our total population manifested an extremely low level of achievement motivation as compared with a normative population. The younger children showed greater achievement motivation than did the older children. Variance is very large, however, and the difference is not statistically significant. Nevertheless, even if viewed as a trend, this is an interesting finding.

APPENDIX B

Case Description of A. B.

A. B., female, was 18 years old when she was enrolled in the Vocational Development Center in the Spring of 1964. Adopted when she was a few months old, she became an orphan at the age of 14 when her adoptive parents died. Since that time she had been a ward of the State and a resident at a residential treatment center for emotionally disturbed children.

A. B.'s presenting problems prior to her involvement in the VDC program were poor school motivation, immature and dependent feelings, a distrust of adults, and low self-esteem. Through a series of assessment techniques, she was evaluated to have good manual dexterity. She produced especially well when given praise. Her main behavioral difficulties, which related to her fear of growing up, stemmed from her impulsive, infantile behavior and her inability to take independent action.

During the school year A. B. began working on Saturdays in our workshop. In a pre-program staffing it was decided that the foreman's supervisory attitude would be matter-of-fact, but that clear limits would be imposed on A. B.'s impulses and child-like behavior. Should she become too anxious or upset to meet workshop standards, she would be expected to leave the shop for the day, at a loss of wages. Work tasks were to be chosen to meet her need to be active and her need to have implicit work pressures (e.g., placing her on the last step of a quickly moving production line). A concrete salary system was also instituted for A. B. At the end of each day she was given exact figures on her production and an evaluation of her work behavior. Her performance was then translated into monetary terms. This provided immediate feed-back on the consequences of her behavior in a goal-related manner.

A. B. also attended weekly vocational orientation group meetings. She was encouraged to discuss her vocational plans along with the other clients in the program. A. B. saw her vocational counselor in weekly interviews. Her immature, dependent, yet hostile, methods of handling foremen's criticisms and limit-setting were the focus of the counseling sessions. Her long-range vocational plans, which included an interest in a nursing career, were also discussed.

As reviewed in regular staffings, attended by workshop foremen, the vocational counselor, residential treatment center staff, and the project's psychiatric consultant, A. B.'s progress was seen as slow and somewhat stormy. Her biggest difficulty was an inability to let go of her child-like role to assume more adult responsibilities.

A. B. attended the workshop for a year and three-quarters, on Saturdays during the school year and three days a week during summers. After this experience it was felt that she was ready for a more demanding work setting. Because of her interest in nursing, a program of part-time volunteer work as a nurse's aide was set up in a nearby hospital. Although initially anxious, A. B. worked quite successfully in this setting. Hospital reports indicated good performance. Three months later she was enrolled in a Board of Education practical nursing course.

A. B. immediately ran into trouble. Previous school-related problems, which had caused her to terminate high school in her senior year, were again brought on by the new coursework. After three weeks of struggle, she withdrew to the safety of the treatment unit.

The vocational counselor, who saw her intensively following this failure, helped her to review her short-range vocational goals. Capitalizing upon her successful experience as a production worker in the workshop, A. B. decided to try job placement as an assembly worker. The counselor placed her on a full-time job as a bench assembler. Although hesitant, she began work and was able to stay a month before her old fears and low self-esteem became over-powering. This experience, however, had proved to her that she was able to perform successfully in the work world.

A second referral was made to a similar job opening. This placement was successful and A. B. has been employed for the last six months. In the meantime, she has acquired her high school diploma through correspondence courses and has recently left the treatment unit to live in her own apartment.